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ABSTRACT

A curriculum guide for a family-based English-as-a-Second-Language program is presented. The first section contains information on participant recruitment and is followed by details on the class organization, including teaching techniques for parents and children, testing procedures, and field trips. Ten curriculum modules cover the following topics: personal information and family; time, calendar, seasons, and weather; food; clothing; housing; city and farm animals; money; community sites and transportation; health and medical issues; and spring. Several holiday activities are included: Halloween, Thanksgiving, Christmas, Valentine's Day, and Easter. The annotated bibliography contains 49 examples of children's literature appropriate for this class. Ten appendices provide reproducible guides to learning activities such as vocabulary drills and cutouts for finger puppets. (LB) (Adjunct ERIC Clearinghouse on Literacy Education)

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ESL for the Family

Curriculum Guide

353 Project in Adult Education
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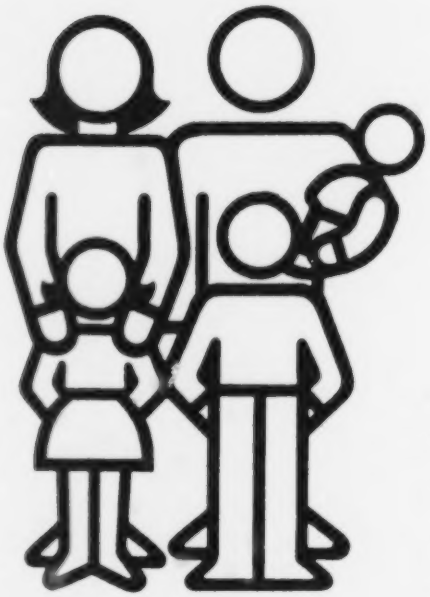
Office of Community Colleges



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Background Information

Rationale for the Class

ESL for the Family was developed to serve Hispanic parents and children in a rural area of Clackamas County. The class served women and preschool children, populations which are underserved by traditional ESL classes at the community college and in the public schools. At Clackamas Community College, Hispanic women do not usually attend ESL night classes due to many factors. Lack of day care is one of them. Another factor is that women feel uncomfortable in a class where their husbands or other men attend. Women also have different language learning needs from men. Men often have employment goals where women want to learn English to access services in the community, or help their children with school problems. The children of these Hispanic families often enter kindergarten with no previous experience in day care or preschool. They are lacking in some very basic skills - knowledge of the alphabet and numbers, ability to hold a pencil or crayon, cutting and pasting, ability to sit quietly and have a story read to them, and most important of all, ability to relate successfully with a teacher and other classmates. Another important objective of the class was to acquaint parents and children with books, both in English and Spanish, which would foster the children's appreciation of the printed word. Literacy in the home was the desired outcome. The class described in this manual addressed these issues: teaching English to Hispanic parents, preparing their preschool children for school, and developing literacy in the home.

Recruitment

Recruitment was the most difficult aspect of establishing the class. Flyers were sent to local agencies: Department of Health and Human Services, WIC, Employment Division, Migrant Education ESD, Head Start, public schools. These flyers only brought one woman to the class. Hispanics are reluctant to respond to a flyer which advertises a class. Personal contact is the best way to get Hispanic students to come to a class. The class was announced through ESL night classes where members of the Hispanic community attend and this brought in some students. Perhaps the best recruitment method was to go to the housing developments where the potential students lived and tell them about the class. An aide, who is from Mexico, was the most successful in this venture, perhaps because the parents could relate to her. A visit to a local Hispanic church also brought in some students.

Organization of the Class

Format of the Class

The class began with a whole group activity. Mothers and children sang songs, did fingerplays and were read children's books. The whole group activities were based on themes: personal information and family, time/calendar/seasons/weather, food, clothing, housing, money/banking, Spring, city animals/farm animals, and health. The children's books used are described in more detail in the bibliography at the end of this manual. Whenever possible, "Big Books" were used when the instructor read aloud to the group. Books which were easy to understand for second language learners were chosen. Some translation of more difficult vocabulary words was done, when appropriate. Most of the books were read in

English, but some Spanish books were used. It was stressed that reading to children is important in any language. Books that had both English and Spanish in them were very popular. Parents and children were then divided; the parents studied English related to the themes and the children did theme-related activities. The class ended with a Family Reading Time, where parents chose a book and read it to their child, with instructors circulating and assisting the parents. The basic layout of a two hour class is depicted in the chart below.

<table>
<tr><td colspan="2">30 min.
Whole Group Activity
Theme Based
(Housing, Food, Family, etc.)

Children's Books
Songs
Fingerplays</td></tr>
<tr><td>1 hr. 15 min.
ESL for the Parents

Competency Based ESL
Using Themes from Whole
Group Activity

Emphasis on Oral Skills
Total Physical Response
Hands On Activities</td><td>Children's Activities
Based on Theme from
Whole Group Activity

Play Time
Games
Snack Time</td></tr>
<tr><td colspan="2">15 min.

Family Reading Time

Mothers Read Books
To Their Children</td></tr>
</table>

The modules should be taught in the order presented because each module builds on skills and competencies taught in previous modules.

Teaching Techniques for Parents

A competency based approach works best with the parents. They need to see the relevance to their daily lives in order to be motivated to learn English. The modules should be taught in the order given, since each module builds on information given in previous modules. Grammar is not taught formally, but it is covered when a particular competency used a grammatical construction. Techniques such as Total Physical Response, language experience, information gaps, and chain dialogue drills worked the best. Some parents were literate in their native language, and some were not. Oral skills were emphasized for the majority of the class period. When written work was emphasized, the teacher or an aide worked with the nonliterate students.

Teaching Techniques for Children

The children should not be expected to use a lot of English in class. Parents reported that they would use some of the English

from class at home, but were reluctant to use it in class. Engage children in a lot of conversation (both in English and Spanish) as they're working to increase their vocabulary and awareness of the world around them. Traditional hands-on preschool activities are used in class. Make sure activities are varied and use different modalities: quiet activity time, free play time, use of large motor skills, snack time, etc.

Testing

Almost all of the parents who came to class knew little or no English. It was decided to do informal, rather than formal evaluations of their language proficiency. If the parents had been given a test upon entry into the class, they might never have returned. An oral interview was done initially, and informal assessment of their progress was done periodically through classroom observations.

Lending Library

A lending library was established so that the parents could take a book home with them to practice between classes. Big books were read in class and little books that accompanied the Big books were available for check out. Some books had cassette tapes that accompanied them. In addition to these books, Oregon Literacy donated children's books that were the result of a book drive at local banks. Instructors assisted the parents in selecting a book appropriate to their reading abilities.

Field Trips

Field trips added real life experiences to the English lessons. A trip to a local bank generated a great deal of interest. It helped to ease a lot of anxiety about opening a bank account. Only the parents went on this field trip. Another trip was taken with the parents and children to the local library. Applications for library cards were filled out in advance and parents could check out books after the tour was completed.

ESL for the Family Modules

Module 1 - Personal Information and Family

Competencies

Upon completion of this module the parent will be able to:

identify self (name, birthdate, place of birth, address, social security number, age, marital status, occupation)

spell their name

give and respond to common greetings and partings

respond to "How are you?"

identify colors

count from 1 to 100

identify immediate family names
mother, father, son, daughter, baby
husband, wife, children, brother, sister

respond to questions about their families
What's your husband's name?
son's
daughter's
etc.

How many children do you have?
sons
daughters
sisters
brothers
etc.

How old is your husband?
son?
daughter?
What's his/her birthdate?

Whole Group Activities

<u>Songs</u>

What's Your Name? (<u>Learning Basic Skills Through Music</u>)
Ten Little Indians
Where is Father? (sung to Frere Jacques, fingerplay for "Where is Thumbkin?" - <u>Wee Sing</u>)
Where is father?
Where is father?
Here I am.
Here I am.
How are you today?
Very well, I thank you.
Run away.
Run away.

For other verses, replace father with mother, sister, brother baby, and the whole family.

Alphabet Song
If You're Happy and You Know It (Wee Sing)
Blue, Blue, Blue, Oh, Who is Wearing Blue Today? (Colors of the Clothes Song)
What are You Wearing? (Wee Sing)

Children's Books

Brown Bear
Whose Mouse are You?
Are You My Mother?
Goldilocks and the Three Bears
Who Will Be My Mother?
People in My Family
Bears on Wheels
My Alphabet

Classroom Activities for Parents

Each class session should be spent on conversation practicing personal questions. Have students interview each other, then introduce each other to the class.

Small Talk Jazz Chants

Hi! How are You?
What's Your Name? Where are You From?

Parents draw their own family tree and make sentences about it.
Example: My son's name is Jose.
My husband's name is Arturo.

Parents ask and answer questions about their family tree with each other.

Create a family tree with members of the class. Write names of the family (woman, wife, mother, grandmother, man, husband, father, grandfather, son, brother, daughter, sister, son-in-law, grandson, aunt, uncle, etc.) on post it notes. Select two member of the class to be the man and woman who become husband and wife. Put the post it notes on the members of the class as their roles change. The husband and wife become father and mother as they have a son and daughter. The son and daughter become brother and sister. When the sister marries, the son becomes a brother in law, etc. This is very useful with cultures that have large extended families.

Parents practice filling out forms which ask for names of family members, ages and sexes.

Parents make books entitled "All About Me." On separate pages, parents fill in information about themselves and draw a picture. Pages can include:
My name is _____.
A Picture of Me
My House
My Fingerprints
My Family
My favorite color is _____.

My favorite food is _____.
My birthday is _____.
My address is _____.
My phone number is _____.
etc.

Students practice reading their books to other class members and their children.

Parents make books about their families. Each page is devoted to a different family member. Their name is written, their relationship (e.g. my brother) and their picture is drawn. Students then practice reading their books to each other.

Comparatives and superlative adjectives can be taught after Goldilocks and the Three Bears is introduced.

Papa Bear's bowl is bigger than Mama Bear's.
Baby Bear's bed is softer than Papa Bear's.
Papa Bear's bed is the hardest.
etc.

Feeling vocabulary is taught with Goldilocks and the Three Bears. First, vocabulary is introduced (happy, sad, afraid, hungry, etc.) and then the class discusses how Papa Bear, Mama Bear, Baby Bear and Goldilocks feel.

Hold up index cards pictures of different emotions on them. Ask, "How are you?" and students respond, "I am happy, sad, worried, etc." This can be expanded into a chain drill, where students ask the person next to them the question, the next student answers and then asks the next question.

Classroom Activities for Children

First, introduce primary colors with paint. As different colors are introduced, children use different colored paints, crayons and Playdough. Mix the primary colors in class to make new colors. For example, after introducing blue and yellow, mix them to form green and work with green on that day.

Different colored foods are used at snack time as those colors are introduced (green apples, yellow bananas, orange carrots, etc.).

Children cut out stop signs for the color red, mothers write the letters S-T-O-P and glue on a stick.

Children make their own Brown Bear books (see Appendix #1), by decorating each page. Mothers write the words on each page and practice reading the books to the children.

Children make stick puppets of Goldilocks and the Three Bears. (see Appendix #2).

Children cut and sort bowls, beds and chairs from Goldilocks and the Three Bears (see Appendix #3).

Children make books about their feelings. I feel sad, happy, angry, scared, etc.

Children make face masks of the characters in Goldilocks and the Three Bears and act out the story.

Module 2 - Time, Calendar, Seasons and the Weather

Competencies

Upon completion of this module the parents will be able to:

identify days of the week and months of the year
use time expressions with the calendar
today, yesterday, tomorrow, next week, this week, etc.
identify the seasons and the weather common to each season
use ordinal numbers with the calendar
use clock time expressions
six o'clock
six fifteen
six thirty
etc.
more difficult expressions (half past, quarter till) can be introduced depending on the level of the group
ask for the time
respond to the question "What time is it?"
Tell at what time the student does daily activities - eat dinner, watch T.V., etc.

Whole Group Activities

Songs

Days of the Week Song(sung to Frere Jacques)
There are seven
There are seven
Days of the week
Days of the week
Sunday, Monday, Tuesday
Wednesday, Thursday, Friday
Saturday, Saturday

The Itsy, Bitsy Spider (Wee Sing)
It's Raining, It's Pouring (Wee Sing)
Rain, Rain Go Away (Wee Sing)
Twinkle, Twinkle, Little Star (Wee Sing)

Jazz Chants for Children
Snow Is Hot
It's Time to Go to Bed

Weather Chart - a chart with the various types of weather conditions is posted in the room. Each day the weather is discussed and students point to that weather condition on the chart. This can be made into a wheel with a pointer and the students can move the pointer each day.

Children's Books

November
The Very Hungry Caterpillar

Classroom Activities for Parents

Parents make their own versions of the book November by cutting out green grass, trees, birds, bees, etc., gluing on each page and

writing the words. Parents practice reading aloud the book in class and later at home to their children.

Small Talk Jazz Chants
It's Cold Outside, It's Bitter Cold
It's a Nice Day Today, Isn't It?

Students practice telling their birthdate, using ordinal numbers.

Students guess each other's birthdays, asking yes/no questions:
Is it cold?
Is your birthday in January?
Is it on the first, second, third, etc.?

Create an information gap activity using clock time (see Appendix #4).

Each day, the weather is discussed. A calendar is filled in with the appropriate weather expression for that day.

Students create a weather book, cutting pictures out of magazines and labelling the weather.

Jazz Chant
Wake UP! Wake UP!

Classroom Activities for Children

Fall leaves are collected and pasted onto trees drawn on butcher paper.

Pictures of trees are created using torn paper, with brown trunks and fall colored leaves.

Cut sponges out in the shape of leaves. Use them to sponge paint leaves using fall colors.

Make spider hats out of black construction paper. Cut paper into eight strips. Fold accordion style and staple to a headband made out of black paper. Then take two paper plates and staple them together. Cut off the bottom third of the plates which is the hole for the hand. Color one side of the plate as a sun and the other as the rain. The spider hat and the sun and rain are then used to act out "The Itsy Bitsy Spider."

Module 3 - Food

Upon completion of this module, the parents should be able to:

identify basic food items

identify eating utensils

ask for food in specific quantities (box of cookies, carton of milk, etc.)

identify the three meals and list what is eaten at each meal

express likes and dislikes of foods

Whole Group Activities

Songs

I Like to Eat Apples and Bananas - Raffi in Concert
The Hot Dog Song (Jazz Chants for Children)

Fingerplay

Mothers Knives and Forks (Wee Sing)

Children's Books

The Very Hungry Caterpillar
The Doorbell Rang
Green Eggs and Ham
The Carrot Seed

Classroom Activities for Parents

Introduce food vocabulary with pictures. Basic Vocabulary Builder and Practical Vocabulary Builder are good resources for these drawings. Use food that is eaten in their culture to keep interest level up.

When introducing fruits and vegetables, put squares of colors on a felt board or bulletin board. Then, as the vegetable or fruit is introduced, ask what color it is and put under the appropriate color. This is a great way to review colors.

Parents look through magazines and cut out pictures of fruits and vegetables, then paste them on a piece of paper that has two columns, one for fruits and one for vegetables.

Practice the forms "I like ...." and "I don't like ....." with food items. For more advanced students, this can be a chain drill with the next person saying "She likes ....." or "He doesn't like ....."

Using total physical response, eat some breakfast cereal with the class. Practice the following verbs: open, pour, close, take a bite, chew and swallow. See Action English Pictures for drawings to go along with this.

Put out pictures of foods commonly eaten for breakfast, lunch and dinner. Discuss which foods are eaten at which meals. Parents make lists of foods they ate yesterday for breakfast, lunch and dinner.

Introduce vocabulary that deals with containers for food - box, can, carton, bag, bottle, etc. Follow it up with the Jazz Chant for Children "Grandma's Going to the Grocery Store."

Other Jazz Chants to use are "On a Diet" and "Chicken Soup" (Small Talk).

Classroom Activities for Children

Cut vegetables up and use to make prints by dipping cut vegetables in paint and stamping on butcher paper.

Make collages of food from magazine pictures.

Children each get a paper plate. "Food" - cut out of construction paper - is glued onto the plates. Eggs, bacon and toast are one example.

Children decorate their own Hamburger, Hamburger books. These are taken home and the parents read them to the children.

Popcorn is popped in class and glued onto pieces of paper.

Make scrambled green eggs after reading Green Eggs and Ham.

Module 4 - Clothing

Upon completion of this unit, parents will be able to:

identify common articles of clothing

identify colors of clothing

ask for assistance in a store

I need a _____.
I'm looking for a _____.
It's too big.
too small.
just right.
How much is the _____?
are the _____?

Whole Group Activities

Songs

What Are You Wearing? (Learning Basic Skills Through Music)

Children's Books

The Gingerbread Man
Old Hat, New Hat
It's Pink I Think

Gingerbread men cookies are rolled out, decorated, baked and eaten as a follow up activity.

Classroom Activities for Parents

Introduce names of articles of clothing, beginning with the teacher's and students' clothing. Reinforce previously learned colors by using them along with the clothing names.

Bring in articles of clothing that are too big and too small. Have students try them on and use the appropriate constructions.

Jazz Chants - "My Feet Hurt,"(Jazz Chants), "You Look Wonderful Today" and "That's a Nice Sweater" (Small Talk)

Students cut pictures out of catalogues and paste into books, writing the color and name of the article of clothing.

Introduce money vocabulary using real or fake money. Then, label articles of clothing with money amounts. Students work in pairs and practice asking "How much is it?" and answering with money amounts.

Introduce the grammatical concept of singular and plural verbs with "How much is it?" and "How much are they?"

The four seasons are listed on the board and appropriate articles of clothing for each season are listed underneath each season.

Classroom Activities for Children

Children are given tagboard gingerbread men and articles of clothing cut out of construction paper or wallpaper samples. The

clothing is pasted on the men, along with facial features and hair.

Children color gingerbread men.

Given clothing pictures cut out of catalogues, children make a collage and parents or the teacher help label the items.

Module 5 - Housing

Competencies

Upon completion of this unit, the parents will be able to:

identify the rooms of a house and the furniture that belongs in each room

name activities that occur in each room

be able to describe maintenance problems

Whole Group Activities

Children's books

The Three Little Pigs
Goodnight Moon
The Napping House
The Berenstein Bears New Baby
Goldilocks and the Three Bears
Sing a Song

Songs

Five Little Monkeys (Wee Sing)
The Elbows Song (Jazz Chants for Children)
I'm a Little Teapot (Wee Sing)

Classroom Activities for Parents

Have parents design their own houses by gluing magazine pictures in different rooms in a house. Or, students can make floor plans of their own houses or apartments and label the furniture in each room. Then, they can describe their houses to a partner.

An information gap activity can be done with a floor plan of a house.

Verbs can be introduced for activities in different rooms of the house: listen to (the radio, music), watch (the television, the baby), talk (on the telephone, to neighbors), sleep, read, eat, wash (the dishes, my face), brush (my teeth), cook, etc.

Prepositions of place can be introduced using a picture of a room: next to, under, behind, on, above, etc.

Common housekeeping items can be introduced along with the verbs used for each item.

Teach housing vocabulary first, then go on to maintenance problems.

Classroom Activities for Children

On butcher paper, draw three houses. Children glue straw, toothpicks and paper bricks on each house to represent the three little pigs' houses.

Construction paper booklets are made and on each page is written: In my bedroom there is... In my kitchen there is.....etc. Children cut out pictures of furniture and past into each room. Mothers

then write the vocabulary words under each item. Books are then taken home and mothers and children can practice reading the books together.

Children paint shoeboxes, then glue pictures of household items inside of them.

Module 6 - City Animals / Farm Animals

This unit is geared toward the children. Parents can work on other competencies at this time. In our class parents studied about money and banking.

Whole Group Activities

Children's Books

The Little Red Hen
Are There Hippos on the Farm?
Baby Animals
My Counting Book. Mi Libro de Cuentas
Three Billy Goats Gruff
Mrs. Wishy Washy

Songs

Old MacDonald Had a Farm (as each animal is introduced, hold up a picture of that animal)
Five Little Monkeys
The chickens in the barn go cluck, cluck, cluck (Sung to The Wheels on the Bus). Add other animals and their sounds.

Discuss what sounds animals make in the student's native language.

Jazz Chants for Children

Give Me a C
I Bought a Dog for My Cat

Classroom Activities for Children

Children draw a farm animal on a piece of paper. It is put together into a book - Old MacDonald Had a Farm - and used in the whole group activity to sing.

Make barns out of construction paper, inside each page is devoted to an animal. (See Appendix #5)
Make animals out of construction paper. (See Appendix #5)
Make sugar cookies in class cut into animal shapes.
Make goat hats (see Appendix #6)
Cut out line drawings of farm animals and glue onto popsicle sticks, use as puppets.
Draw a farm scene on a white sheet; children can play on it with toy farm animals.

Module 7 - Money/Banking

This unit works best when introduced after food and clothing have been done.
Upon completion of this module, the parents will be able to:

Identify money amounts - dollar, cent, penny, nickel, dime, quarter, half dollar
Say money amounts - $1.50, $10.95, etc.
Ask "How much is/are the _____?"
Understand the difference between checking accounts and savings accounts.
Write a check.
Fill out a deposit slip.
Use a check register correctly.

Classroom Activities for Parents

Jazz Chants - Small Talk
Pennies, Nickels, Dimes and Quarters
Save it, Save it, Put it in the Bank

Use "play" money and have students purchase items in class and make change. Use drug store and grocery store ads for items to buy.

Take a field trip to a local bank. This will help the students to know where to go to open an account, make a deposit, cash a check, etc. Some banks have educational packets for checking accounts available. This can then be used in class to practice checking account activities. Pre banking skills that need to be covered are: writing the date, signing one's name and writing money amounts.

Module 8 - Community Sites/Transportation

Upon completion of this module the parents will be able to:

Name sites in the community - park, bank, library, grocery store, drug store, laundromat, fire station, police station, etc.
Give and understand simple directions.
Where's the _____
Walk _____ blocks and turn _____.
It's on the corner of _____ and _____.
Name different modes of transportation - bus, car, train, bicycle, walking, plane, etc.

Whole Group Activities

Songs
Wheels on the Bus (Wee Sing)
The Train (Wee Sing)

Books
City Mouse and County Mouse
I Can Ride It
The Little Engine That Could
Freddy the Fire Engine
Cars and Trucks

Fingerplay
Here is the Church (Wee Sing)

Make a sample city. Cover cereal, cracker and other food boxes with construction paper. Parents and children working together, decorate and label the boxes (store, library, bank, post office, fire station, etc.). Using butcher paper, draw a map of the city on the paper. Attach the boxes with glue to the map. Then parents practice explaining where things are. "The bank is next to the supermarket," The store is on the corner of First and Main," etc. (It's best if the children are doing another activity at this time.) After parents are done with the map, the children can play with it, using cars, buses and trucks on the streets.

Classroom Activities for Parents

Introduce names of community sites first, using flash cards. Then, make a simple map of a community and put those sites on the map. Practice giving locations of the sites - It's on the corner of _____ and _____, etc.

Use the Jazz Chant (Small Talk) "Walk Two Blocks and Turn Right."

Create an information gap activity with a map of the community. Students practice giving locations of various community sites.

Take a field trip to the library and have the parents apply for a library card.

Classroom Activities for Children

Make fire fighter hats out of red construction paper (Appendix #7).
Using popsicle sticks or toothpicks, lay out sticks on paper to make railroad tracks.
Make collages of buses, trucks and cars using construction paper

rectangles and circles.
Make buildings out of popsicle sticks.
Cut out buses out of butcher paper, children paint them.

Module 9 - Health/Medical

Upon completion of this module, the parents will be able to:

Name the parts of the body and the verbs associated with those body parts.
I see with my eyes.
I walk with my legs.
I hear with my ears.
I smile with my mouth.
etc.

Tell about common illnesses and complaints.
I have a headache.
I have a backache.
etc.

My arm hurts.
My leg hurts.
My ankle hurts.
etc.

He has the chicken pox.
She has a broken arm.
She has the flu.
etc.

Report an emergency to 911.

Make an appointment at the doctor's office and answer simple questions about medical problems.

Read and understand the labels on prescription and over the counter medicine.

Whole Group Activities

Songs

Five Little Monkeys (Wee Sing)
Head, Shoulders, Knees and Toes (Wee Sing)
I Feel Terrible (Jazz Chants for Children)
The Elbows Song (Jazz Chants for Children)

Children's Books

The Nose Book
The Eye Book
Babies Bodies
Hands, Hands, Fingers, Thumb

Classroom Activities for Parents

Introduce parts of the body first. Use Total Physical Response and Simon Says.

An information gap activity can be done using scrambled words that are the names of body parts (see Appendix #8).

This module lends itself well to introduction of the simple present tense. Start with the verb "hurt" and parts of the body.
My head hurts.
My leg hurts.

My eyes hurt.
My arms hurt.

Let students deductively come up with the rule for placing the "s" on the third person singular form of the verb. Introduce next the phrases:

I have a	headache.
	stomachache.
He/She has a	backache
	earache.

Both of these activities can be done as an information gap activity, once students have mastered the forms (see Appendix #9).

Discuss other common illnesses such as the chicken pox, flu, measles, a cold, etc. Emphasize those that occur in their children.

Practice making appointments at the doctor's office.

Role play dialogues at the doctor's office.

Bring in over the counter and prescription drug bottles and discuss the instructions.

Classroom Activities for Children

Make faces on paper plates. Glue on construction paper eyes, ears, mouth and nose and yarn hair.

Trace bodies on butcher paper. Children paint them and tell the parts of the body.

Trace hands on paper and cut them out. Children glue on paper. The parents write "I can _____ with my hands."

Paint the bottom of the children's feet. They then step on paper to make footprints.

Module 10 - Spring

Upon completion of this module, the parents will be able to:

Name recreational activities that occur in the Spring - bicycling, tennis, baseball, etc. Tell what they did on the weekend and what they are going to do next weekend.

Identify the following nouns from Spring:

- **tree**
- **leaf**
- **flower**
- **weed**
- **bird**
- **rabbit, bunny**

Whole Group Activities

Songs

Little Peter Rabbit (Wee Sing)
Little Cabin in the Woods (Wee Sing)
Here Comes Peter Cottontail

Children's Books

The Little Red Hen
I Was Walking Down the Road
The Tale of Peter Rabbit

Fingerplay

Two Little Blackbirds (Wee Sing)

Classroom Activities for Parents

From Basic Vocabulary Builder, use the Nature pictures, and from Practical Vocabulary Builder, use the Gardening pictures to teach vocabulary.

Cut pictures of recreational activities out of magazines and make flash cards. Students tell what they did on the weekend (practice the past tense) or what they are going to do (practice future tense).

Parents cut pictures out of magazines and make collages of Spring activities. Language experience stories can then be written from the collages.

Classroom Activities for Children

Make flowers out of tissue paper and pipe cleaners.

Bring seeds, potting soil and pots to class, have children plant their own seeds and watch them grow.

Make a crayon melt using an iron and wax paper. Glue onto an outline of a butterfly.

Make kites.

Make pinwheels using paper, pencils and straight pins (see Appendix

#10).

Dip flowers (daisies are good) into paint and print on paper.

Make trees with popcorn "blossoms."

Make vases by attaching tissue paper to glass bottles using liquid starch.

Holiday Activities

Halloween

Children are given line drawings of jack-o-lanterns and they paint them. Facial body parts are practiced. Real pumpkins can be brought in and carved by the whole family. This can be a total physical response activity:
Draw a face on the pumpkin.
Cut off the top of the pumpkin.
Scoop out the insids.
Cut out the eyes, nose and mouth.
Put a candle inside.
Light the candle.
Turn off the light.
Say OOOOHH!

Roast the pumpkin seeds after carving the pumpkins.

Using a popsicle stick, paper cup, cotton ball and tissue paper, children make "ghosts in a cup." When stick is pushed, ghost pops up out of the cup.

Collages are made with various halloween items - witch, ghost, jack-o-lantern, etc.

Paint the children's faces.

Sing the song "Ten Little Witches" to the tune of "Ten Little Indians." (Wee Sing)

Play Halloween Bingo with parents and children. Different Halloween symbols are glued in random order on Bingo grids (witch, black cat, ghost, pumpkin, jack-o-lantern, bats, etc.). Parents help children cover symbols. Stickers can be given as prizes.

Thanksgiving

Children dip the palm of their hand in paint and place on a piece of paper. This resembles the shape of a turkey.

Discuss what foods are eaten at Thanksgiving dinner. Bring in a pumpkin pie for the class to try. Students say whether they do or don't like it.

Discuss what the parents are thankful for and the children can draw a picture to accompany the statement.

Christmas

Read The Gingerbread Man and do the follow up activities listed under Module 4 - Clothing. Bake gingerbread cookies in class. If no oven is available, bring already baked cookies to class and frost and decorate them.

Read The Colors of Christmas.

Cut out construction paper Christmas trees and decorate with glitter.

Cut out paper stockings, punch holes along edges. Children thread yarn through the stocking.

Cut a Christmas tree out of a piece of construction paper. Over the hole in the paper, put wax paper with crayon shavings inside and melt with an iron.

Using a felt board, do the poem "Five Little Snowmen."

Five little snowmen all made of snow
Five little snowmen all in a row
Out came the sun and stayed all day
One little snowman melted away.

Children can then act out this poem for the mothers.

Follow up activities.

Cut out circles of white construction paper and hats out of brown paper. Children paste them onto paper to make snowmen.

Children make stick puppets of snowmen and the sun and act out the poem.

Valentine's Day

Using cookie cutters, cut hearts out of cinnamon Play Dough. Poke a hole in the top and let dry for three days. Put ribbon in the hole and have children give them to their parents. They make your car smell great!

Have children make valentine's cards for their parents with doilies and sponge paints.

Parents and children together make and decorate sugar cookies cut into hearts.

Easter

This holiday is not celebrated in a religious sense, but more as the start of Spring and an introduction to the American customs associated with Easter.

The parents can hard boil eggs in class. Then parents and children can dye eggs together. The next class period, have an egg hunt.

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Ethel and Ken Kessler, Simon and Schuster, 1987. Farm animals are introduced along with zoo animals. Farm vocabulary.

Are You My Mother?
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A good counting book about bears riding bicycles. Very simple text. Transportation, numbers, city vocabulary.

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Stan and Jan Berenstain, Random House, 1974. Spanish edition, 1982. Papa bear and brother bear go out to make a new bed just in time for the arrival of a new baby sister. Family, housing vocabulary.

Brown Bear
Bill Martin, Jr., Henry Holt & Co., 1983.
An excellent repetitive book naming animals and colors. Very simple English. Colors and animal vocabulary.

Cars and Trucks
Richard Scarry, Golden Books, Western Publishing Co., 1976. Good illustrations of the various types of cars and trucks, with descriptions of their duties. City, transportation vocabulary.

The Carrot Seed
Ruth Kraus, Scholastic Press, 1945. Also available in Spanish. A little boy plants a carrot seed and waits for it to grow. Food vocabulary.

The Colors of Christmas
Valerie Welk, see November for ordering information. Christmas vocabulary.

The Doorbell Rang
Pat Hutchins, Scholastic, 1986. Mother makes a batch of cookies

and different members of the family ring the doorbell and are invited in to eat the cookies. Food, family vocabulary.

The Eye Book
Theo. LeSieg, Random House, 1968. Shows the many things one can see with eyes, in a rhyming manner. Health vocabulary.

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Robert Kraus, Grosset and Dunlap, 1985.
A book about the adventures of a fire engine involved in putting out a fire. City, transportation vocabulary.

The Gingerbread Man
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Addison, Wesley, 1989. The classic tale, written in easy English. Housing, emotions, family vocabulary.

Goodnight Moon
Margaret Wise Brown, Harper and Row, 1947. A sleepy rabbit says goodnight to his bedroom and all the furniture in it. Housing vocabulary.

Green Eggs and Ham
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Al Perkins, Random House, 1969. A rhyming book that emphasizes the use of hands drumming on drums. Health vocabulary.

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I Was Walking Down the Road
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Wally Piper, Scholastic, 1961. A train needs help to deliver its cargo over the hill. Transportation and city vocabulary.

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Mrs. Wishy Washy
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An easy to read story of attempts to keep farm animals clean. Farm vocabulary.

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E.K. Davis, Golden Press, 1981. A nice alphabet rhyming book.

My Counting Book, Mi Libro de Cuentas
Lillian Moore, Golden Book, 1957. Spanish version by Maria Luz de Diaz. Farm animals are presented in numerical progression. Numbers, farm vocabulary.

My Kite Flies
Valerie Welk, 1987. See November below for ordering information. "My kite flies over the trees, through the fence, under the wires and back to me." Spring vocabulary.

The Napping House
Audrey Wood, Harcourt, Brace, Jovanovich, 1984. Repetitive, sequential story of various inhabitants of a house who take a nap together until a lively flea disturbs their slumber. Housing vocabulary.

The Nose Book
Al Perkins, Random House, 1970. Shows the many things one can smell with one's nose. Health vocabulary.

November
Valerie Welk, available only at her seminars offered through the Bureaus of Education and Research, P.O. Box 96068, Bellevue, WA, 98009 or call 805-237-0103 for upcoming seminars. "No green grass, No bare feet, No blue sky, No birds, No bees, No leaves on trees, November." Weather vocabulary.

Old Hat, New Hat
Stan and Jan Berenstain, Random House, 1970. A rhyming story of choosing a hat. Clothing vocabulary.

People in My Family
Jeffrey Moss, Golden Press Book, Western Publishing Co., 1973. A Sesame Street book of people and monsters. Family vocabulary.

Practical Vocabulary Builder
Dorothy Gabel Liebowitz, National Textbook Co., 1989. Reproducible blackline masters of vocabulary, arranged thematically.

Raffi In Concert
Raffi, Troubadour Records, Ltd., 1989. Includes the song, "Apples and Bananas."

Sing a Song
June Melser, The Wright Group, 1990. A group of tigers participate in various activities in the house. The story can be sung. Housing vocabulary.

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Carolyn Graham, Oxford University Press, 1986. More Jazz Chants (see above), this time arranged by the functions of English.

The Tale of Peter Rabbit
Beatrix Potter, Peter Rabbit Shape Books for Little Hands, Created for Longmeadow Press by Cynthia Parzych Publishing, 1985. Mischievous Peter goes into Mr. McGregor's garden to eat his vegetables. Spring vocabulary.

Three Billy Goats Gruff
Scholastic, 1984. Three goats try to cross a bridge under which a mean troll lives. Animal vocabulary.

The Three Little Pigs
Retold by Jane Resnick, Wishing Well Books, 1988. The classic story of three pigs who build houses out of straw, sticks and brick. A mean wolf tries to destroy the houses. Housing vocabulary.

The Very Hungry Caterpillar
Eric Carle, Scholastic. A caterpillar eats one apple on Monday, two pears on Tuesday, etc. Food, numbers, days of week vocabulary.

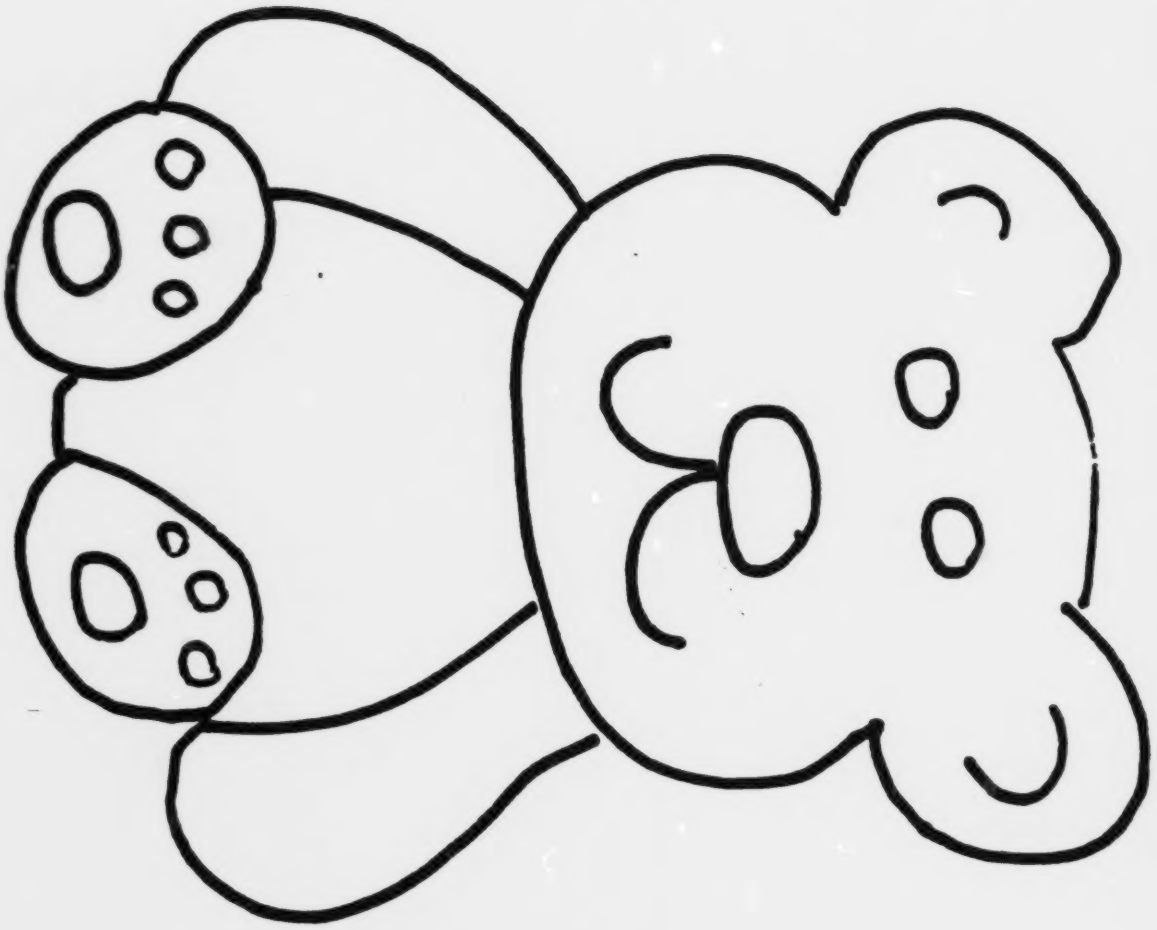
Wee Sing: Children's Songs and Fingerplays
Pamela Conn Beal and Susan Hagen Nipp, Price, Stern and Sloan, 1977. A book of classic songs and fingerplays for children.

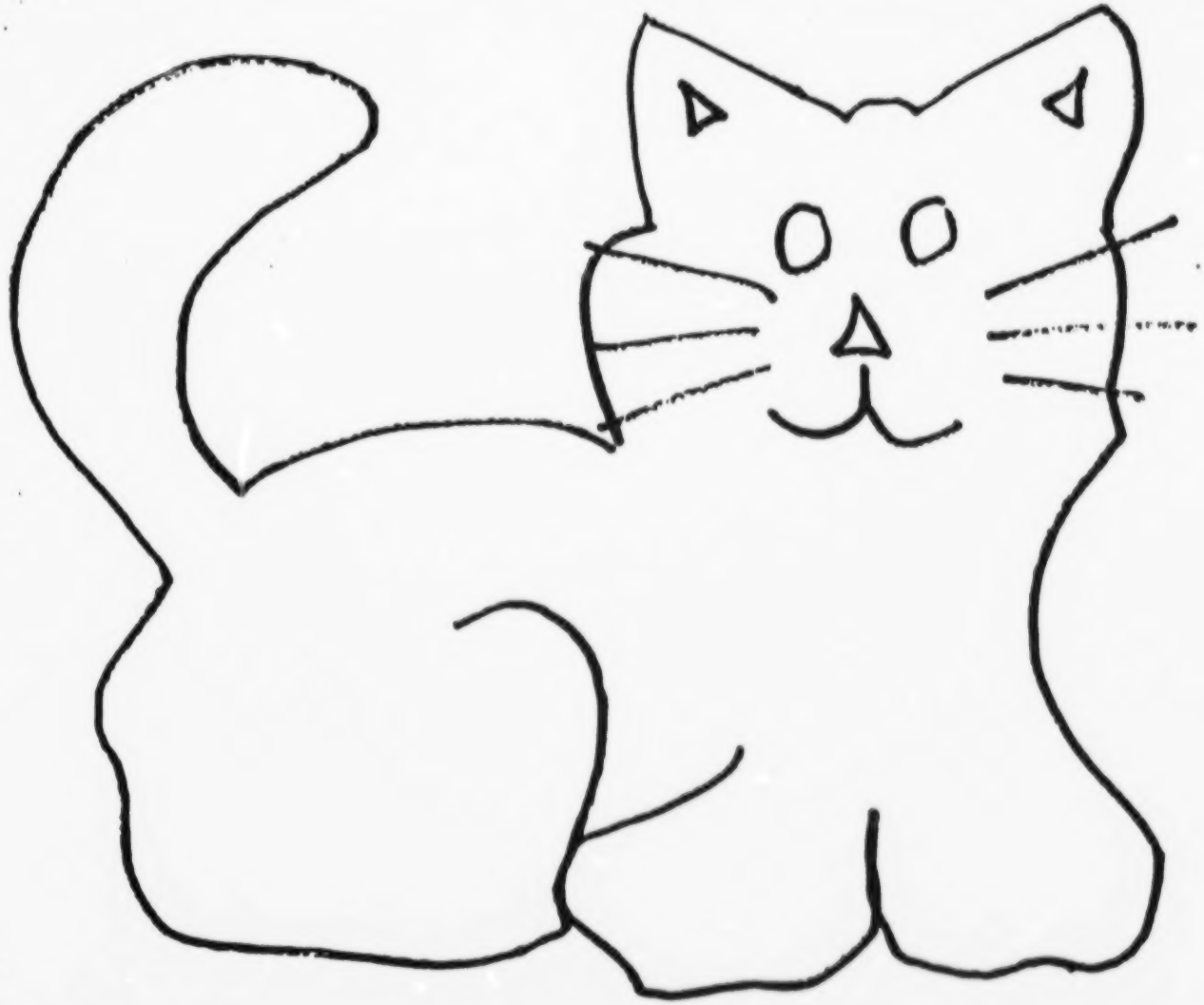
Who Will Be My Mother?
Joy Cowley, The Wright Group, 1990. A lambs' mother dies, leaving him to find a new mother. He asks each farm animal who declines until a little boy agrees to be his mother. Farm, Spring vocabulary.

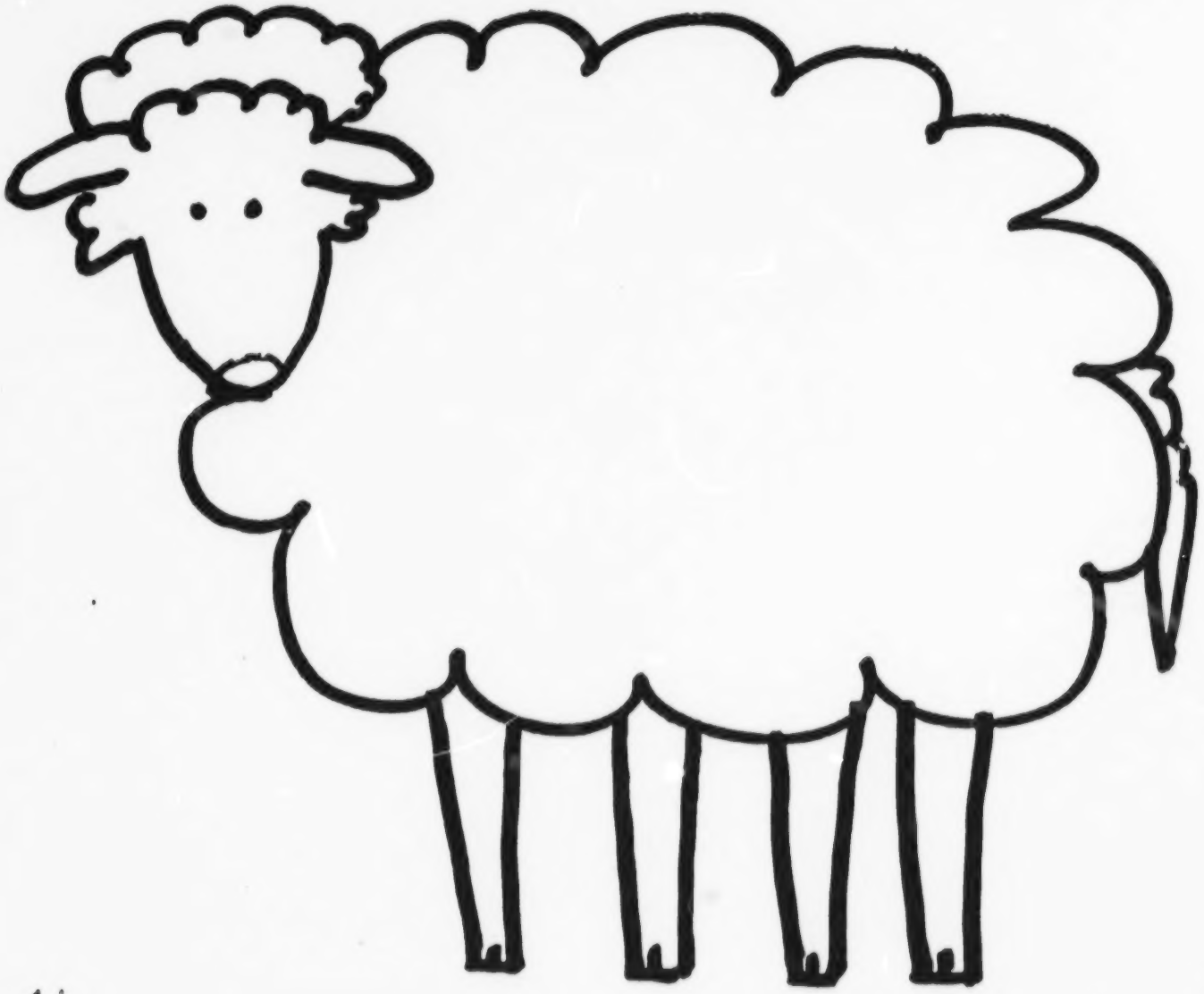
Whose Mouse are You?
Robert Kraus, Scholastic, 1970. Also available in Spanish. A baby mouse loses and then heroically rescues all of his family members. Very simple text. Family vocabulary.

Appendix #1

Brown Bear







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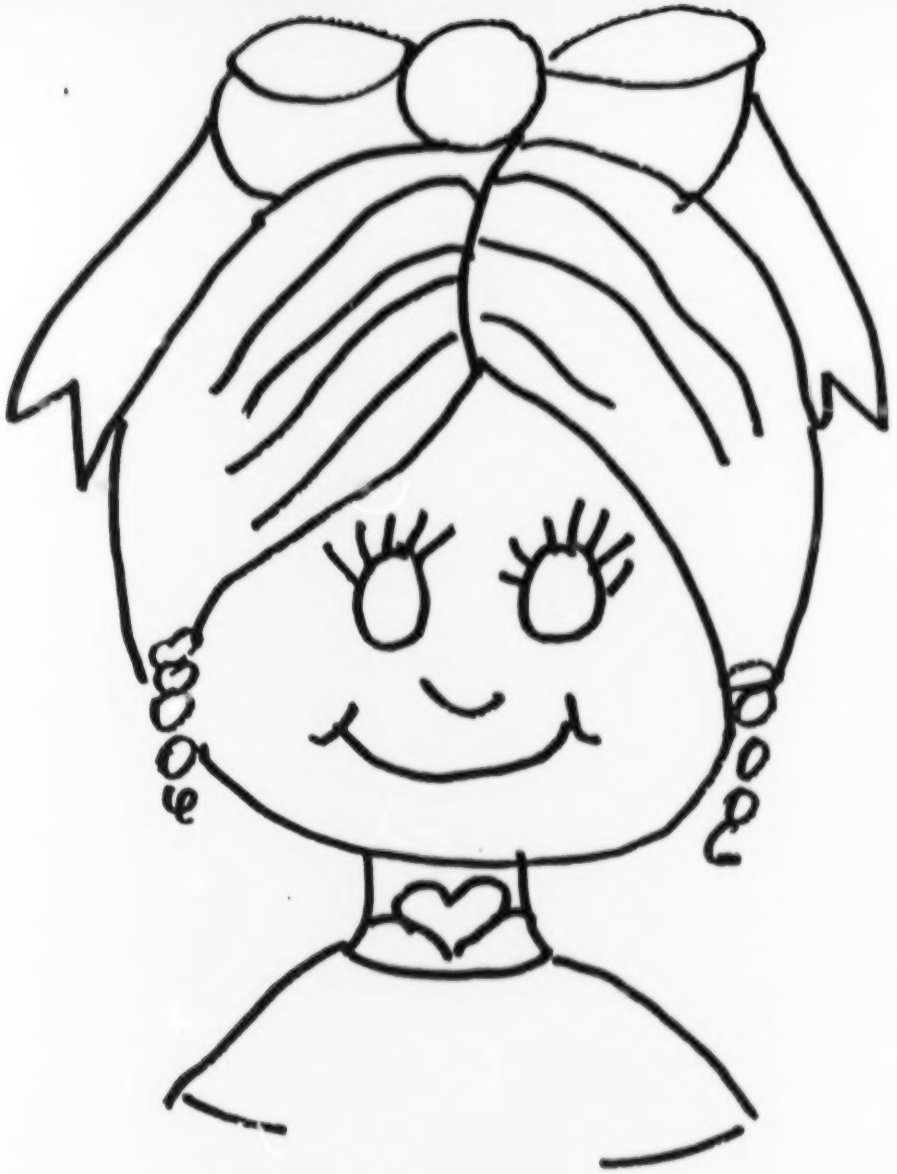
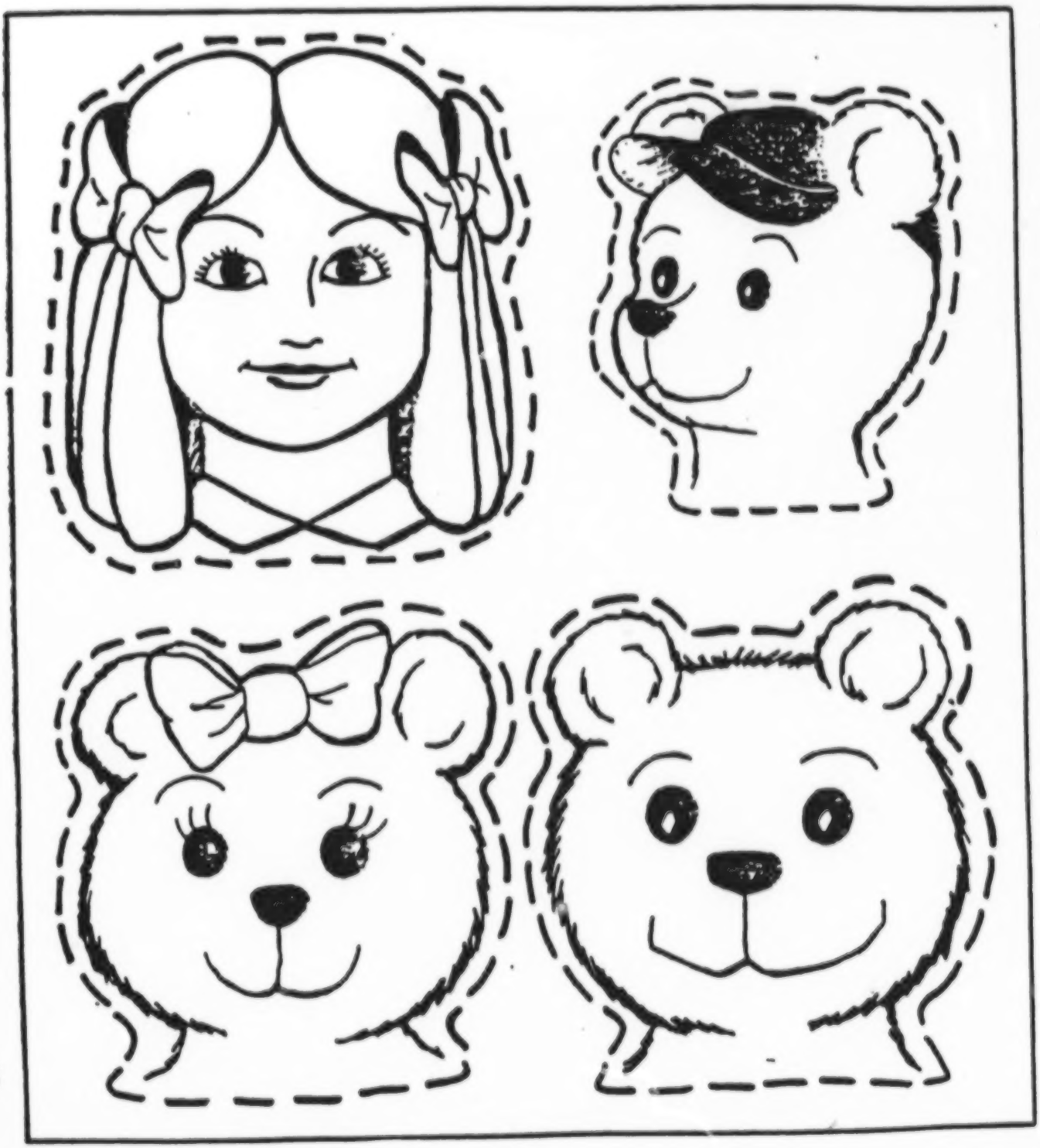


Appendix #2 Goldilocks and the Three Bears

Name _____

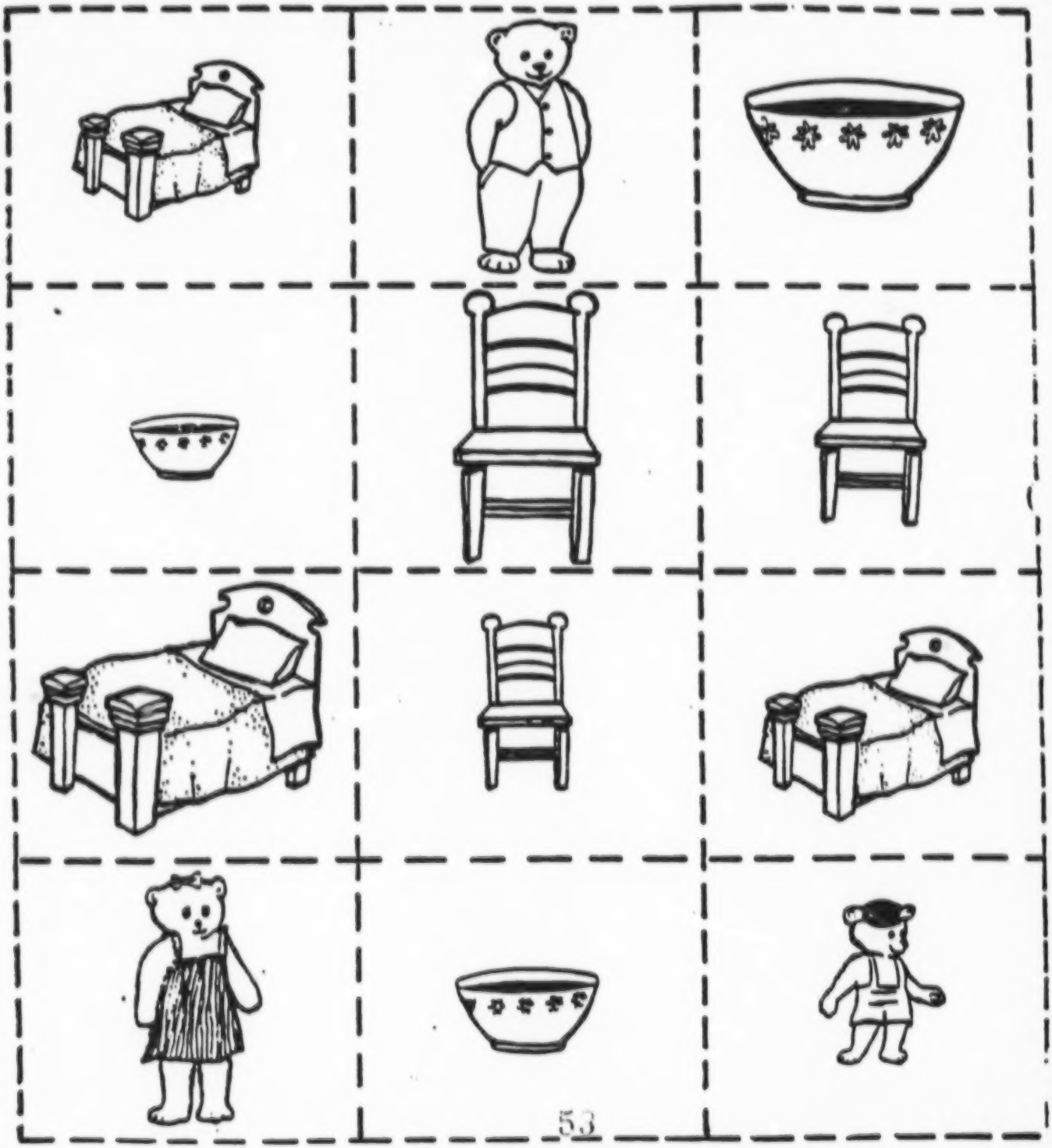
SAVE!

Directions: Students color and cut out figures and paste them to tongue depressors to make stick puppets.



Name

Directions: Students cut out the pictures of similar items and paste them in order in rows on Work Sheet 9.9c.



Appendix #4

INFORMATION GAP EXERCISES

Goal: For students to communicate to another person information that the other does not have.

Level of Students: All levels, except zero level. Students must have some knowledge of basic vocabulary and structures.

Description: Students work in pairs to reinforce previously learned material. They do not have the same information. They must interact to acquire the information they don't have by asking questions. Because the information they don't have is needed to complete a task, they are motivated to communicate. They must use English to ask for clarification and repetition.

Examples:

Students dictate scrambled words to each other and unscramble them together.

Students dictate lists of numbers, addresses, dates to each other.

Students describe the contents of a house, refrigerator, classroom, etc. to their partners.

Student tell time on a series of clocks while their partners draw hands on blank clocks.

Student describe neighborhoods and write them on maps.

Student describe locations of states, cities, or weather reports to their partners.

A: WHAT TIME IS IT?

1. _____

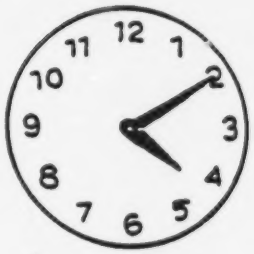
2. _____

3. _____

4. _____

5. _____

6. _____



7. _____

8. _____

9. _____

10. _____

11. _____

12. _____

13. _____

14. _____

15. _____

16. _____

B: WHAT TIME IS IT?

1. _____ 2. _____

3 _____ 4. _____

5. _____ 6. _____

7. _____ 8. _____

9. _____ 10. _____

11. _____ 12. _____

13. _____ 14. _____

15. _____ 16. _____

BEST COPY AVAILABLE

Appendix #5

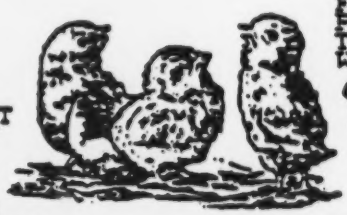
FREE TO BE NEWSLETTER©

BY BARBARA ROTHMAN

VOL.III SPRING 1987 BI-YEARLY $2.00

SPRING IS HERE!

THE FARM IS FULL OF WONDERFUL BABY ANIMALS AND SPECIAL LEARNING FOR YOUNG CHILDREN. A FARM UNIT CAN INTEGRATE MANY ACTIVITIES; SCIENCE, MATH, SOCIAL STUDIES, MUSIC, AND ARTS AND CRAFTS. PLANTING AND GROWTH ARE GOOD THEMES ALSO.



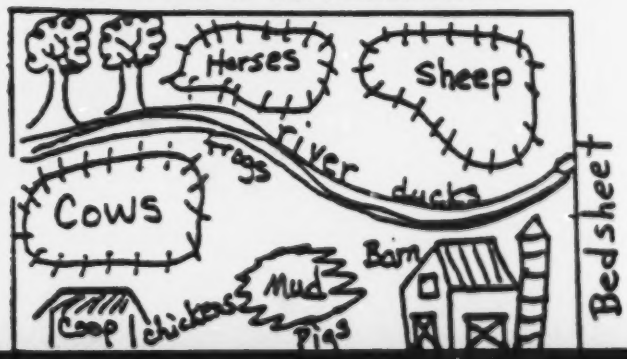
HERE ARE SOME FUN ACTIVITIES FOR SPRING.

Farm on the Floor.

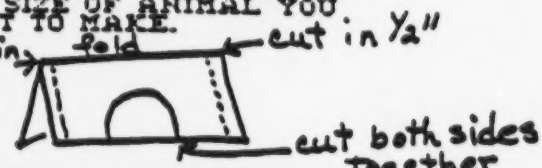
TAKE AN OLD/NEW BEDSHEET AND DRAW ON IT WITH PERMANENT MARKERS.

DRAW AREAS FOR SHEEP TO GRAZE, OTHER AREAS FOR CATTLE AND HORSES, A BARN AND CHICKEN COOP AREA, RIVER, TREES, AND A MUD HOLE FOR THE PIGS. THESE WILL GIVE THE GUIDELINES NEEDED FOR THEM TO HAVE PLAYTIME ON THE FARM.

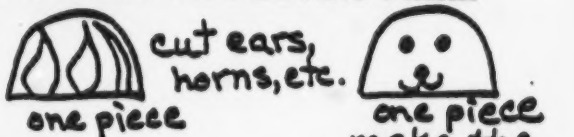
BUY PLASTIC FARM ANIMALS AND TRUCKS AND A "REAL" BARN, IF YOU WANT. PUT IT ALL IN A BOX AND EACH GROUP OF CHILDREN WILL CREATE THEIR OWN FARM. IT'S FUN TO WATCH HOW EACH TEAM DOES IT DIFFERENTLY.



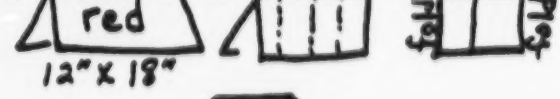
FARM ANIMALS TO MAKE. FOLD A PIECE OF COLORED PAPER. SIZE DEPENDS ON THE SIZE OF ANIMAL YOU WANT TO MAKE.



CUT THE HEAD FROM ONE PIECE. CUT EARS AND/OR TAIL FROM THE SCRAP THAT REMAINS. THESE WILL STAND UP AND LOOK GREAT ON THE FARM SHEET FOR DISPLAY OR PLAYING FARM.



MAKE A BARN BY FOLDING ONE LARGE PIECE OF RED CONSTRUCTION PAPER, 12"X18" IN HALF.



INSIDE THE DOORS, GLUE A SMALL WHITE PIECE OF PAPER TO DRAW FARM ANIMALS INSIDE THE BARN.

Appendix #6

Goat

Cut headband on dotted lines

Cut two additional strips 2½" X 11" from construction paper

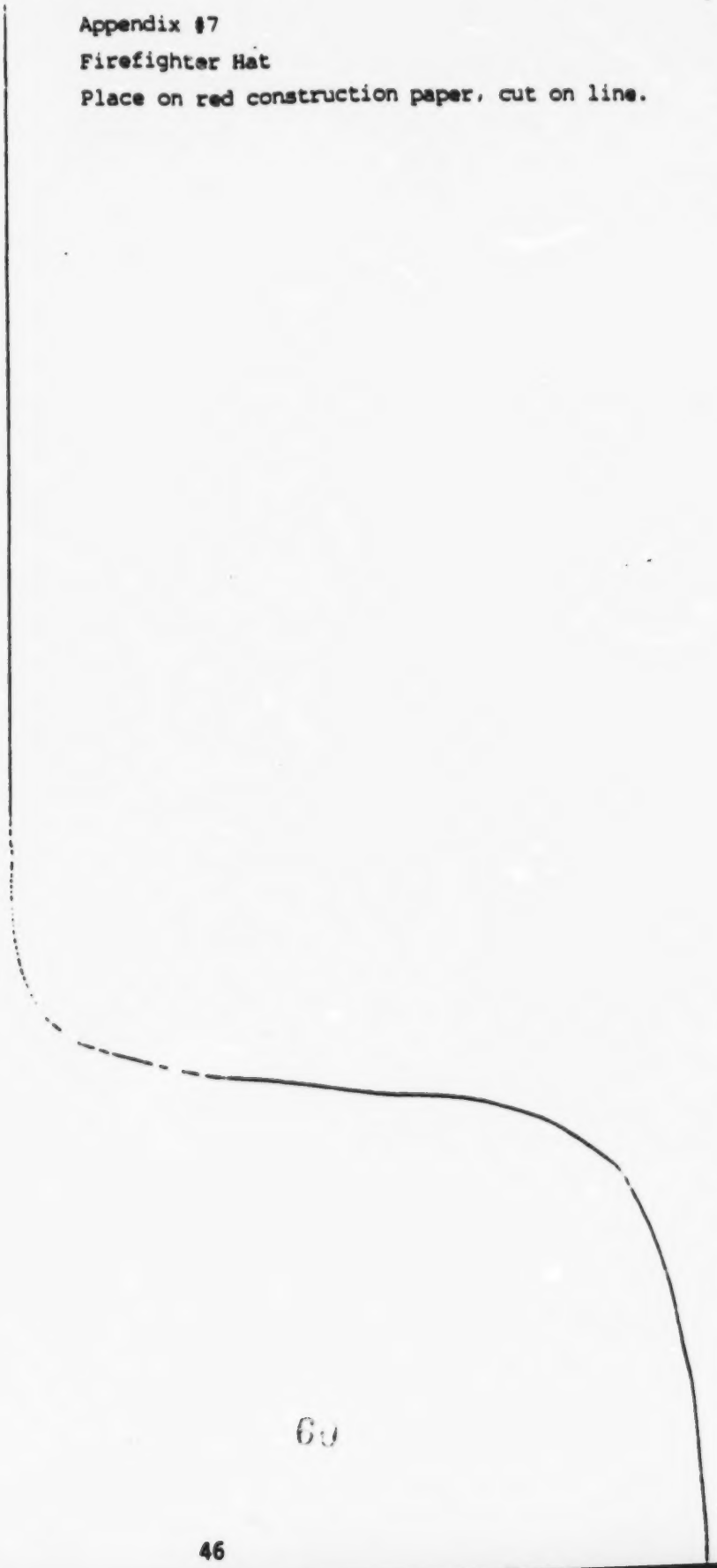
Paste these strips to the headband

Place on head to establish correct size and staple in

Appendix #7

Firefighter Hat

Place on red construction paper, cut on line.



Appendix #8

INFORMATION GAP
PARTS OF THE BODY
SCRAMBLED WORDS

Directions: Fold your paper in half. Dictate the letters of the scrambled words. Listen as your partner dictates letters and you write them. When you finish, work together and unscramble the words. They are all parts of the body.

1. oeeadfrh	1.
2.	2. bewlo
3. cotmash	3.
4.	4. tomuh
5. itnoale	5.
6.	6. bewroye
7. ghith	7.
8.	8. ecehk
9. gnifer	9.
10.	10. stech

Appendix #9

INFORMATION GAP
BODY PARTS/AILMENTS
Hurt/Hurts

Work with another student. Check each other's sentences. Fold your paper in half. Student A says, "My head hurts." Student B checks. Is it correct?

Student A	Student B
1. My head/hurt	1. My head hurts.
2. My knee hurts.	2. My knee/hurt
3. My leg/hurt	3. My leg hurts.
4. Her arm hurts.	4. Her arm/hurt
5. His finger/hurt	5. His finger hurts.
6. My legs hurt.	6. My legs/hurt
7. My fingers/hurt.	7. My fingers hurt.
8. His toes hurt.	8. His toes/hurt
9. Her arms/hurt.	9. Her arms hurt.
10. My hip hurts.	10. My hip/hurt.

Appendix #9

BODY PARTS/AILMENTS
PARTNER EXERCISE

Work with another student. You are describing a problem. Use this model.

	Student A	Student B
Example:	I/headache Student A says "I have a headache."	Checks student A I have a headache. Is it OK?
1.	I/backache	1. I have a backache.
2.	I have a stomach ache.	2. I/stomach ache
3.	He/earache.	3. He has an earache.
4.	You have a stomach ache.	4. You/stomach ache
5.	She/toothache	5. She has a toothache.
6.	They have a headache.	6. They/headache.
7.	He/sideache	7. He has a sideache.
8.	You have an earache.	8. You/earache
9.	I/toothache	9. I have a toothache.
10.	I have a headache.	10. I/headache

Appendix #10

PINWHEELS

Directions: Fold one corner of each traingle into the center and attach it to a pencil's eraser with a straight pin.